

OLIVERA JOKIC

phone +1 347.320.0994 email: oliverajokic@gmail.com

Curriculum Vitae

EMPLOYMENT

Associate Professor of English and Gender Studies, John Jay College, City University of New York, 2015–present

Assistant Professor of English, John Jay College, City University of New York, 2008–2015

EDUCATION

Ph.D. in English Language and Literature, University of Michigan, 2008

Dissertation: *Genres of Evidence: Reading Facts from Archives, Historiography and Literature, 1770–1830*

Thesis Committee: Marjorie Levinson, chair (English and Comparative Literature)

Adela Pinch (English and Women's Studies), Thomas Trautmann (History and Anthropology), Vivasvan Soni (English, Northwestern University),

Graduate Certificate in Women's Studies, University of Michigan, 2007 (Adela Pinch, chair)

Master of Arts in English Language and Literature, University of Michigan, 2002

Master of Arts in English, concentration in literature, film studies, and cultural studies, University of Texas at Arlington, 1999 (Rajani Sudan, chair)

Bachelor of Arts in English, University of Novi Sad, Serbia, concentration in English literature, language and linguistics, 1996

PUBLICATIONS

PEER-REVIEWED ARTICLES:

“Orientalism in Transit: Company Men, Colonial Historiography, and Other Handmaidens of Empire,” in *Migration and Modernities: the State of Being Stateless, 1700–1850*, ed. DeLucia and Shields, Edinburgh UP (2019), 170–183.

“No country, no cry: Literature of women's displacement and the reading of pity,” *Journal of Postcolonial Writing* 54 (2018), Special Issue on “Refugee Literature,” 781–794.

“Pedagogy of the Depressed: Romanticism and the Long Revolution,” *Romantic Circles Pedagogy Commons*, Special Issue: Teaching Romanticism with the Contemporary, ed. D. B. Ruderman and Rachel Feder (2017)

“Future in Numbers,” special issue of *Common-place* on Thomas Piketty's *Capital in the Twenty-First Century* 16.3 (2016)

“The Odds and the Ends: What to Do with Some Letters of Catharine Macaulay,” *The Eighteenth Century: Theory and Interpretation*, Special Issue on Jane Austen and Her Contemporaries, 56.2 (2015): 209–226.

[with Claire Gallien] **“Eighteenth-Century Orientalism in Contemporary British Historiography and Literary Criticism,”** *Literature Compass* 12.4 (2015): 121–133.

“Sentimental Documentation: Writing the Empire of Feeling in *Memoirs of Asiaticus*,” in *Intermediaires culturels/Cultural Intermediaries, Études internationales sur le dix-huitième siècle/International Eighteenth-Century Studies Series*. Ed. Ellen Welch and Vanessa Alayrac. Paris: Honoré Champion, 2014. 259–282.

“Teaching to the Resistance: What to Do When Students Dislike Austen,” *Persuasions On-Line*, Special Issue on Jane Austen and Pedagogy 34.2 (2014)

“Death of a Beautiful Moor Woman: Obstinate Clerks and the Form of Evidence in the British Colonial Archive,” *Essays in Romanticism* 19 (2012): 83–102.

“She Comes to Look at the Shape of her Future,” *Vida: Her Kind (Women in Literary Arts)*, May 27 (2012). <http://herkind.org/articles/on-my-mind/she-comes-to-look-at-the-shape-of-her-future#>

“Commanding Correspondence: History and ‘Evidence of Experience’ in the Letterbook of John Bruce, the East India Company Historiographer,” *The Eighteenth Century: Theory and Interpretation* 52.2 (2011): 109–136.

“Writers Using Technology.” *Writing in an Electronic World: Writers Using Technology: A Rhetoric with Readings*. Eds. Kolko, Regan and Romano. Longman, 2001. 481–83.

TRANSLATION:

Tišma, Aleksandar. “The Soft War.” Translated by Olivera Jokić. In *Old Age: A Short Story Anthology by Contemporary Serbian Authors*. Beograd, RS: Geopoetika, 2018. 13–29.

DIGITAL ACADEMIC MEDIA:

Careers for English Majors: The Many Things You Can Do with Your Humanities Degree, website about professional planning and development for English majors, available since May 2013 at <http://jjenglishcareers.commons.gc.cuny.edu>

EDITORIAL:

“**Archives and Popular Culture**,” special issue of *The Journal of Popular Culture*, co-edited with R. Ertuğ Altınay, (2020)

“**Archiving Popular Culture**,” special issue of *Archives and Records*, co-edited with R. Ertuğ Altınay, (2020)

Justice E-Reader, Editorial Board, John Jay College CUNY, 2018–present

BOOK REVIEWS:

The Alchemy of Empire: Abject Materials and the Technologies of Colonialism by **Rajani Sudan**. New York: Fordham UP, 2016. *The Eighteenth Century: Theory and Interpretation* (2019) *India and Europe in the Global Eighteenth Century*. Oxford University Studies in the Enlightenment. Ed. Simon Davies, Gabriel Sánchez-Espinosa, Daniel Sanjiv Roberts. Oxford UK: Voltaire Foundation, 2014. *British Association for Romantic Studies Bulletin and Review* 45 (2015) *Domination of Strangers: Modern Governance in Eastern India, 1780–1835* by **Jon E. Wilson**. *Journal of British Studies* 49 (January 2010): 188–189.

Women and Politics: Feminisms with an Eastern Touch, Eds. Djurdja Knezevic, Koraljka Dilic, Ann Daub. Zagreb: Zenska Infoteka, 2000. *Balkan Academic News*, 2001, http://www.seep.ceu.hu/balkans/book_reviews.html.

HONORS, FELLOWSHIPS AND AWARDS

“**Samo vjeran pas**.” **Workshop on Post-Yugoslav Neoliberal Academic Selves and the Possibilities of Knowing the Balkans Otherwise**, participation and travel grant, University of St. Gallen CH, Feb 2020

Committee on Globalization and Social Change, Faculty Fellow, 2019–20

Citizens Committee for New York City, grant for a community art collective, 2019–20

Emerging Curators Grant, Local Project Art Space, Long Island City NY, 2019

Citizens Committee for New York City, grant for a community art collective, 2017–18

Humanities New York, grant for Reading and Discussion group on “Service,” Fall 2017

Faculty Workshop on Digital Textual Coding, University of Pittsburgh at Greenburg, 2016

NEH Enduring Questions in the Humanities Grant, 2014–15 (“What is Friendship?”)

Research-Intensive Undergraduate Course Contest, John Jay College CUNY, “Women and Revolution,” 2014–15

PSC CUNY Research Grant, Summer 2014

PSC CUNY Research Grant, Fall 2013

NEH Faculty Seminar “Jane Austen and Her Contemporaries,” University of Missouri, Columbia. Director: Devoney Looser, Summer 2012

PSC CUNY Research Grant, Fall 2011

Residential Fellowship at Chawton House Library, Chawton UK, October 2010

International Seminar for Junior Scholars, International Society for Eighteenth-Century Studies, Queen’s College, Belfast, Ireland, August 2010

PSC CUNY Research Grant, Summer 2010

PSC CUNY Research Grant, Summer 2009

Robin I. Thevenet Award in Women’s Studies for “The Moor Woman Vanishes: Writing ‘with the Most Studied Attention’ and Plausibility in the Late Eighteenth-Century British Colonial Archive,” 2007

Rackham Predoctoral Fellowship, University of Michigan, 2006–07

Rackham Research Grant, University of Michigan, Summer 2006

Rackham One-Term Fellowship, University of Michigan, Winter 2006
Rackham Candidacy Fellowship, University of Michigan, Summer and Fall 2004
Dissertation Research Abroad Grant, International Institute, University of Michigan, Summer 2004
English Department Travel Grant, University of Michigan, Summer 2004
English Department Fellowship Grant, University of Michigan, Fall 2001–Summer 2002
International Institute for Mediation and Conflict Resolution Grant, Student Symposium on Mediation and Conflict Resolution, Erasmus University, The Hague, Netherlands, 2001 (declined)
Study Abroad Grant, International Office, University of Texas at Arlington, 2000
Tuition and travel grant, “Face of the Other” summer school, Open Society Fund, 2000
Balkan Help Grant, Institute of International Education, 1999
Dean’s Honor Roll, School of Liberal Arts, University of Texas at Arlington, 1998

SCHOLARLY PRESENTATIONS

“The Most Successful Performance Artist from Former Yugoslavia,” “Samo vjerman pas:” Workshop on Post-Yugoslav Neoliberal Academic Selves and the Possibilities of Knowing the Balkans Otherwise, University of St. Gallen CH, Feb 2020
“The Year I Could See It All: Complicity, Complexity, and the Voice That Reads the Eighteenth Century,” American Society for Eighteenth-Century Studies, Denver CO, Mar 2019
“Fictions of Society, Law and Criminality under Early Colonialism,” Crimes et criminels dans le Monde Anglophone aux XVIIe-XVIII siècles, Colloque International de la Société d’Études Anglo-Américaines des XVIIe et XVIIIe siècles, Paris FR, Jan 2019
“The Female Character Who Would be Author,” American Society for Eighteenth-Century Studies, Orlando FL, Mar 2018
“Insecure Enlightenment,” panel respondent, Modern Language Association, NYC, January 2018
“Triggers of History: Romanticism, Revolutionary Time, and the Unallied Remembrance of Injury,” International Conference on Romanticism, El Paso TX, October 2017
“Stories for Histories,” History, Fiction, and Historical Fiction, American Comparative Literature Association 2017, Utrecht NL, July 2017
“Literature of Displacement and the Reading of Pity,” Refugee Literature Workshop, GIS Congress: Middle East and the Islamic World, Paris FR, June 2017
“Pedagogies of Resistance,” Left Forum, New York City, June 2017
“Without Immortality: How to Be in a Room with Byron,” Teaching Romanticism in the Anthropocene, International Conference on Romanticism, Colorado Springs CO, October 2016
“Access, Mobility, Freedom: Global Public University and the Limits of Democracy,” Jornadas Internacionales de filosofía, estudios políticos y diferencia, Universidad de La Salle, Bogotá, Colombia, May 2016
“Wherefore Subjectivity, or How to Make Scenes,” American Society for Eighteenth-Century Studies, Pittsburgh PA, Mar 2016
“Orientalism in Transit,” Roundtable on Migrants, Exiles, and the State of Statelessness in the Eighteenth Century; **“Future in Numbers,”** Special Session on Thomas Piketty’s *Capital in the Twenty-First Century*, American Society for Eighteenth-Century Studies, Los Angeles CA, Mar 2015
“Reimagining Romanticism,” American Society for Eighteenth-Century Studies, Williamsburg VA, March 2014
“Literature in the Archive,” Colonialism/Postcolonialism Workshop, University College London UK, Feb 2014
“Orientalism in Transit,” British Society for Eighteenth-Century Studies, Oxford UK, Jan 2014
“Traffic in Literature Between Britain and India,” Eastern Resonances, Paris FR, Dec 2013
“Future of Empire and Race Studies: Early Imperialism and Historical Documentation,” American Society for Eighteenth-Century Studies, Cleveland OH, Mar 2013
“Byron the Catastrophist,” International Conference on Romanticism, International Society for the Study of Romanticism, Tempe AZ, Nov 2012
“Butchers, Bakers, Trouble-Makers: Smith’s Language of Interest in Catharine Macaulay’s A Modest Plea for Copyright,” American Society for Eighteenth-Century Studies Annual Conference, San Antonio TX, Mar 2012

- “British Colonial Archive as a Romantic-Period Text,”** International Conference on Romanticism, International Society for the Study of Romanticism, Montreal QC, Nov 2011
- “Oh, To Be Byron in the World: Independent Individuals, Dependent Nations,”** North American Society for the Study of Romanticism, Park City UT, Aug 2011
- “What is ‘the People:’ seeing beyond nations in eighteenth-century scholarship,”** panel organizer at American Society for Eighteenth-Century Studies, Vancouver BC, Mar 2011
- “Writing and Empire: Mediation and Irresolution,”** Special Session organizer, North American Society for the Study of Romanticism, Vancouver BC, Aug 2010
- “What is Enlightenment? Female Characters in a Tale of Improvement, from the Bluestockings to Catharine Macaulay,”** American Society for Eighteenth-Century Studies, Albuquerque NM, Mar 2010
- “Byron’s Poetry of Experience,”** Group for Early Modern Cultural Studies, Dallas TX, Oct 2009
- “The Incomparable Austen: the Shared Politics of Gender and Genre of Jane Austen and Catharine Macaulay,”** *New Directions in Austen Studies*, Chawton House Library UK, Jul 2009
- “Evidence of Experience in the Letterbook of John Bruce, the East India Company Historiographer,”** *Romantic Disorder: Predisciplinarity and the Divisions of Knowledge, 1750–1850*, Birkbeck College, University of London UK, Jun 2009
- “Complicity and the East India Company: Oriental Gothic in the British Colonial Archive,”** Special Session on “Monstrous Institutions, Spectral Subjects,” *North American Association for the Study of Romanticism*, Durham NC, May 2009
- “The Gothic Oriental, or the Spectral Historical Subject in the British Colonial Archive,”** invited presentation for the CUNY Graduate Center Eighteenth-Century Interest Group, May 2009
- “The Moor Woman Vanishes: Oriental Tales and the Forms of Fact in the Late Eighteenth-Century Colonial British Colonial Archive,”** panel on “The Rights of Women and Orientalism,” American Society for Eighteenth-Century Studies, Richmond VA, Mar 2009
- “Global Cities: Madras,”** Division for Late Eighteenth-Century Studies, Modern Language Association, San Francisco CA, Dec 2008
- “Commanding Correspondence: the Letterbook of John Bruce, the East India Company Historiographer,”** American Society for Eighteenth-Century Studies, Portland OR; also convened “The Fear of Fiction: Eighteenth-Century Ethical Concerns in the Twenty-First Century Literature Classroom,” Mar 2008
- “‘The Giaour’ and the Poetry of Knowledge,”** *Byron and Modernity*, University of British Columbia, Vancouver BC, Dec 2007
- “Propriety of Historiography and Catharine Macaulay’s History in Letters,”** *Women Writing and Reading*, University of Alberta, Edmonton AB, Apr 2007
- “Novel historiography: Northanger Abbey and the Study of Women’s Reading across Genres,”** “New Directions in Jane Austen Studies,” American Society for Eighteenth-Century Studies, Atlanta GA; also convened “Genres of History, Genres of Experience,” Mar 2007
- “Jane Austen and Catharine Macaulay on the Space between Novels and Historiography,”** *Eighteenth Century Now International Conference*, British Society for Eighteenth-Century Studies and Center for Eighteenth-Century Studies, University of York UK, Jun 2006
- “Women’s Reading of the Women’s Kind: Genre Politics in Austen and Macaulay,”** *British Women Writers Conference*, University of Florida, Gainesville FL, Apr 2006
- “Writing with a Most Studied Attention: Plausibility and Genre of Evidence in the Colonial Archive,”** *British Society for Eighteenth-Century Studies*, Oxford UK, Jan 2006
- “Commanding Correspondence: History and Letters in the ‘Letterbook of John Bruce, the East India Historiographer,’”** *The Thing Speaks for Itself: Articulating Evidence and Discourse in Colonial Studies*, Comparative Colonialisms Workshop, University of Chicago IL, Oct 2005

PEDAGOGY WORKSHOPS AND PROFESSIONAL DEVELOPMENT

- What it Means to Have a Gender Studies Program at a Hispanic-Serving institution,** 2017, John Jay College CUNY, Center for Teaching and Learning, as member of Gender Studies Advisory Board (invited)
- Core Curriculum and Research Writing Instruction in the Honors Program,** 2017, John Jay College CUNY (invited)

Pedagogy, Teaching Philosophy, and Teaching Statements for Academic Job Seekers, 2016,
New York University (invited)

TEACHING INTERESTS

Long 18 th century	Romanticism and 19 th century	Gender Studies
History of the novel	Interdisciplinary research methodologies	Literature and Colonialism
Literary Theory	Literature and Gender	Genre studies

TEACHING EXPERIENCE

Graduate

Romantic/Moving/Break

Course thinking about how writing of the Romantic period occupies the attention of literary scholarship, literary and cultural history, and scholars of verse. Treating “Romanticism” as a set of values or assumptions that permeate thinking about literate culture, the course thinks about literary periodization along other modern forms of thought, from nationalism and public feeling, empire and linguistics, to liberal capitalism, historiography, and race. Considering how notions of movement and instability have defined modern life organized around elastic nation states, the course examines how reading, interpretation, and a “literary” text operate as privileged instruments of knowing and communion.

Undergraduate

Writing Migration

Writing-intensive senior capstone seminar in English exploring conceptions and narratives of migration. Beyond the intense attention of the US public on “immigrants” and “immigration,” the course treats migration as a fact of modern life embedded in local and global power dynamics, issues and illusions of identity. What does it mean to imagine national borders as relevant markers of movement? (How) have modern states become viable communities? What does the idea of moving towards or away from “one’s own people” say about what others mean to us, how we learn to have feelings, and what kind of world we think we live in?

About Love

Writing-intensive senior capstone seminar in English, ‘about love’ and the way it eludes our powers of knowing or control, how it reveals the limits of individualism, and why most discussions of the subject seem either really tacky or really not about love. The course treats love as the abiding interest in other people, and examines the possibility that ‘love’ is one name we now have for a force that both reinforces and breaks social norms and conventions.

Honors Capstone Writing

Writing workshop for students from a range of disciplines in the humanities and social sciences completing their theses in the Honors Program. Each student receives detailed feedback from several classmates and the instructor on two drafts of the paper. Class discussions of drafts focus on methodological questions, disciplinary protocols, boundaries, and collaborations.

What is Friendship? (Honors)

Elective course funded by the National Endowment for the Humanities, treating of friendship as a field of knowledge that probes the limits of the modern ideals of individuality, authenticity, self-knowledge and self-determination.

Women and Revolution: Research-Intensive Undergraduate Course

Research-intensive version of the upper-division course on literature of the long nineteenth century focusing on the history of thought and writing about revolutions’ effect on gender politics and ideology. The course requires students to formulate a research project that centers on a primary document they learn about on one of the visits to research libraries in the NYC area.

Revolution! Literature of the Long Nineteenth Century, 1789–1917

Upper-division course on the relationship between literature and social change in the long nineteenth century. The course traces the transformations of nineteenth-century political imagination across literary, philosophical and historiographical texts.

Text and Context: *Frankenstein*

Introduction to the study of literary texts in the context of their historical conditions and against a range of theoretical approaches to literary criticism, such as biographical, historicist, formalist, psychoanalytic, and feminist.

Research Methodologies in Humanities and Social Sciences: New York City (Honors)

A required course in the Honors Program that familiarizes students with research methodologies in a range of disciplines that concern themselves with the common good. Work in the course involves the design, planning, and execution of a research project about New York City as a laboratory in which to examine the form of and access to the common good.

What is Common Good? (Honors)

A required introductory course in the Honors Program at John Jay College that presents students with a range of philosophical perspectives on the concept of “common good,” the theme of the Program, along with their sociological, ethical, and political implications.

Introduction to Gender Studies

An interdisciplinary course using readings from humanities and social sciences to introduce students to the concepts fundamental to the study of gender construction and of the emergence of the category of gender as a focus of political intervention and academic research.

Senior Seminar in Literature: Modern Family

A capstone course for English majors with interests and backgrounds in a variety of literary fields and periods. The organizing concept of the “modern family” invites students to look at the seemingly ‘natural’ or ‘universal’ ideologies and ways of life at historically and culturally contingent. Looking at the relationship between literary representations and ideologies of social structure, students critically investigate notions of identity, difference, intimacy and affect.

Literature and Gender

Upper-division course open to students in all majors. This is an intensive introduction to literary analysis of representations of gender, gendered authorship and gendered reading practices. Reading across genres and historical periods, students investigate how arguments about gender in literary texts relate to theoretical and political positions available in other discourses.

Literature and Ethics

Upper-division course on literature as a laboratory space for ethical ideas. Using literary and philosophical texts from different historical periods, the course asks students to examine how ethical norms are established, to what degree they are flexible and negotiable, and what conceptual and linguistic tools are available for their examination.

Survey of Modern Literature

Designed the course to encourage students to focus on continuities among writers’ formal and thematic approaches to questions of modernity, from the eighteenth to the twenty-first centuries. The readings range across boundaries of national literatures and textual genres. Students are encouraged to read them in conjunction with visual materials and archival documents.

Shakespeare’s Plays

Served as discussion leader in an upper-division introduction to theoretical approaches to the study of early modern literature and Shakespeare’s dramatic works. Students offered close readings of passages in a workshop setting, clarified theoretical points from lectures and proposed alternative interpretations. Students’ attendance at performances of the Royal Shakespeare Company provided context for discussions about the centrality of performance in interpretation of early modern drama.

Introduction to Shakespeare

Served as a discussion leader in a sophomore-level course on Shakespeare’s plays. The course introduced students to the concept of canon and to drama as a form in literature and performance. Students learned about the historical setting and elementary concepts and themes in Shakespeare’s dramatic writing.

Introduction to Literary Study

Designed and taught an introduction to the study of literature for English minors and majors. Students learned the fundamental models of formal and historical literary analysis using texts from a range of genres, national traditions and conventional periods.

Introduction to British Literature

Designed and taught an introductory survey of British literature and elementary periodization. The course also focused on historical and ideological connections between British colonialism and British Literature. Students addressed the relevance of historical and literary knowledge for understanding current political events, global migrations, and various forms of identity construction.

Writing and Literature

Designed and taught first-year courses that used literary readings to introduce students to the process of composition for an academic audience. Students thought about academic writing and literature as related writing disciplines and about literature as a subject of academic critical attention. Courses considered how visual materials challenge students to use their knowledge about composition to analyze representation in visual arts.

SERVICE

International Advisory Committee, John Jay College, 2014–present

English Major Advisory Committee, 2011–present

John Jay College Scholarship Committee Member, 2010–present

Grant Evaluator, PSC CUNY Internal Grants, 2010–present

John Jay College Council Representative, 2010–2011

Faculty Senate Representative-at-Large, 2010–2011

English Major Advisor, English Department, John Jay College, CUNY, 2008–present

International Student Peer Advisor, Rackham School of Graduate Studies, Student Government, Outreach Programs, Rackham Graduate School, University of Michigan, 2006–2008

Workshop presenter, First Generation Graduate Student Workshop, Outreach Programs, Rackham School of Graduate Studies Student Government, Rackham Graduate School, University of Michigan, 2004

Workshop presenter, Performance Review Workshop, Introduction to Graduate Studies, English Department, University of Michigan, 2004

Steering Committee member, Nineteenth-Century Forum, University of Michigan, 2004–2008

Student Representative, Conflict Resolution Board, Office for Student Conflict Resolution, University of Michigan, 2003–2007

Language Training Workshop Instructor, International Students Committee, Graduate Employee Organization, 2002

Editorial Board Member, Michigan Feminist Studies, University of Michigan, 2002–2005

Textbook Selection Committee Member, English Department, University of Texas at Arlington, 2000

Internet technology assistant, The Female Principle Conference, University of Texas at Arlington, 2000

First-year Writing Course Handbook Committee Member, English Department, University of Texas at Arlington, 1999

English-language Interpreter, volunteer for Texas Red Cross refugee services, Arlington and Dallas, 1997–2000

English-language Interpreter, International Conference on Archeology of the Neolithic in Southeastern Europe, Zrenjanin, Serbia, 1996

ACADEMIC RESEARCH

Archival research, India Office Records, British Library

I spent the Fall semester of 2004 learning about records arrangement and classes of documents within the British colonial archive. I learned how to navigate catalogues and how to trace related documents through different catalogue series. The documents I will discuss in the monograph that revises my dissertation I studied during this and several subsequent trips to London.

Enlightenment and its Critiques, research assistantship, University of Michigan

I assisted Prof. Marjorie Levinson during the Spring semester of 2002 in the process of collecting and selecting the reading materials for a course on the central texts of European Enlightenment and critical responses, such as Romanticism, to its models of rationality and ways of knowing.

Virtual University Classroom Design, E-Create Lab, University of Texas at Arlington

Under supervision of Prof. Martin Danahay I worked at the English Department Research and Teaching Lab between Fall 2000 and Spring 2001 on a project designed to create a “virtual university” that could combine conventional spatial pointers and virtual knowledge locations as learning cues for students navigating the “campus.”

Literature, Rhetoric and Computers, E-Create Lab, University of Texas at Arlington

I worked between Fall 1999 and Fall 2000, with Prof. Beth Kolko as supervisor, on locating and linking writing instruction resources on the Internet and articulating suggestions for their implementation in the first-year composition workshops at the university.

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

American Society for Eighteenth-Century Studies
British Society for Eighteenth-Century Studies
Eighteenth and Nineteenth Century British Women Writers Association
Modern Language Association
North American Society for the Study of Romanticism

LANGUAGES

Serbian/Croat/Bosnian (native); French (read, write, speak); Spanish (read, speak); German, Italian, Latin (read)

NON-ACADEMIC WORK EXPERIENCE

Copy Writer, Slingshot LLC, Dallas, Texas, 2001

Wrote project proposals for interactive advertising and copy for print projects; coordinated campaign segments and wrote client documentation. Assisted with web page design, usability testing and reporting.

Translator, Serbian Academy of Arts and Science, Novi Sad, Serbia, 1995–1997

Translated academic articles and international correspondence in French and English; served as technical advisor for office computing.

Junior Reporter, Yugoslav Public Radio, Novi Sad, Serbia, 1990–1992

Served as junior researcher and reporter for a program on cultural events

REFERENCES

Prof. Dara Byrne, Dean of Undergraduate Studies, John Jay C, CUNY, dbyrne@jjay.cuny.edu
Prof. Suvir Kaul, Prof of English, U of Pennsylvania, kaul@english.upenn.edu
Prof. Marjorie Levinson, Prof of English, U of Michigan, cecily@umich.edu
Prof. Devoney Looser, Prof of English, Arizona State U, devoney.looser@asu.edu
Prof. Allison Pease, Prof of English, Ass Provost for Faculty, John Jay C, CUNY, apease@jjay.cuny.edu
Prof. Adela Pinch, Prof of English, U of Michigan, apinch@umich.edu
Prof. Alexander Schlutz, Assoc Prof of English, John Jay C, CUNY, aschlutz@jjay.cuny.edu